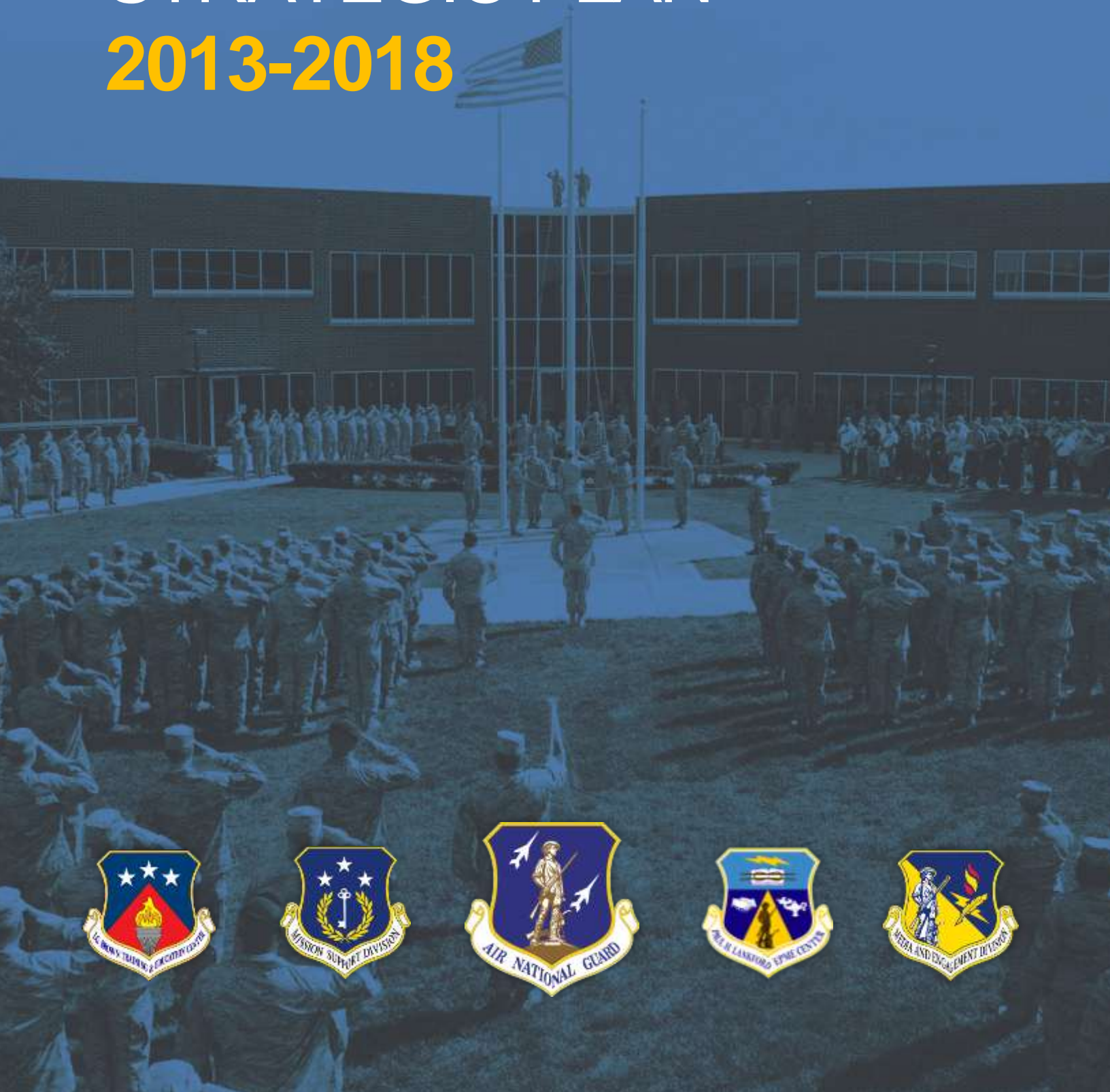# I.G. Brown Training and Education Center
STRATEGIC PLAN
2013-2018

Our Mission

Engage, educate, and inspire leaders responsible for our Nation's defense

Our Vision

To be the Schoolhouse of Tomorrow, employing innovative learning techniques and emerging technologies to deliver world-class professional development with exceptional value for our Total Force

Major General I.G. Brown (center), first Director of the Air National Guard, inspects Officer Preparatory Academy students at the I.G. Brown Professional Military Education Center, named in his honor in 1968 and now known as the I.G. Brown Training and Education Center. Directly behind General Brown is Colonel Morrisey, the Center's first commander. (Circa 1971).

The I.G. Brown Training and Education Center

(TEC, or Brown Center) has a long history of delivering value to the Air National Guard, the Air Force—and America. Since 1968, the TEC has enabled the professional development of tens of thousands of Airmen—from all three components—as well as members of sister services and allied partners, providing an unparalleled shared common experience.

Our mission is to engage, educate, and inspire leaders responsible for our Nation's defense. This mission is a sacred trust; we must ensure flexible, adaptable, and agile Airmen ready for the challenges of the future. It is a no-fail mission—our communities, our homeland, and our Nation count on us for their safety and security.

To accomplish this mission, we will employ innovative learning techniques and emerging technologies, identifying efficiencies while ensuring accountability for the taxpayer's dollars and trust. By integrating our Total Force staff, physical infrastructure, and decades of innovative instructional methodologies, our goal is to create a Virtual Campus and Conferencing Complex (VCCC) for the challenges and opportunities of the future.

This Strategic Plan serves two purposes: to enable the TEC team to harmonize individual actions into collective success, and to describe our intended way ahead to our stakeholders and partners. By articulating our plan, we then can leverage metrics to identify our progress and maintain transparency on our operations. In addition, our plan will help us find complementary, synergistic opportunities to work with stakeholders and partners to achieve our mutual objectives.

Thanks for all you do in support of our Airmen, and our Nation.

TIMOTHY J. CATHCART, Colonel, USAF
Commander, I.G. Brown Training and Education Center

TEC Overview

The I.G. Brown Training and Education Center (TEC) is an Operating Division of the Office of the Director, Air National Guard. Located in Knoxville, Tennessee, the TEC is a tenant of the 134th Air Refueling Wing on McGhee Tyson ANG Base. The TEC's $66M campus supports 24 classrooms, a 260 seat auditorium, billeting for up to 420 individuals, and related facilities. All facilities are located within a short walk to the Base Exchange, dining facility, clinic, and Armed Forces Club.

The TEC's purpose is the execution of training and education, and is the Air National Guard's primary force development center. The TEC team of 85 Total Force staff members—RegAF, ANG, and AFRC—conduct an average of 18 Enlisted Professional Military Education (EPME) courses and host more than 40 Professional Continuing Education (PCE) sessions each year. Typically, the TEC accommodates more than 4,000 service members on campus annually from the Total Force, Coast Guard, and Canada.

The TEC also manages the ANG's Warrior Network; a $7M satellite broadcast enterprise with more than 185 downlink sites, providing training, education, and command information

world-wide. In addition, the studio and multimedia facilities support ANG video production, senior leader conferences, and public affairs (PA) training.

TEC Organization

The TEC is organized into three divisions at McGhee Tyson, and one Operating Location at Maxwell-Gunter AFB, Alabama (OL-MG).

The Paul H. Lankford Center for EPME delivers both Airman Leadership School (ALS) and Noncommissioned Officer Academy (NCOA) programs of instruction. This is achieved via two delivery methodologies: traditional in-resident, and a blended program referred to as Satellite EPME. The traditional in-resident program delivers EPME curriculum in about six weeks. The blended learning program, SatEPME, consists of 14 weeks of live interactive satellite broadcasts followed by two weeks of in-resident experience, providing graduates full in-residence EPME credit. The Lankford Center is one of the Air Force's top producers of EPME students, graduating nearly 2,000 Total Force students per year.

The Media and Engagement Division (MED) implements Professional Continuing Education on behalf of the Air National Guard Readiness Center (ANGRC), develops and maintains advanced distributed learning (ADL) products, and functions as the program management office for the Warrior Network. PCE sessions range from skill enhancement training to instructor certification and more. Functional conferences and workshops are part and parcel of the PCE continuum. The MED team supports over 2,000 in-resident personnel each year, and tens of thousands via ADL products and Warrior Network broadcasts.

The Mission Support Division (MSD) provides force management, professional development, logistics, information services, and physical wellness to the faculty, staff, and students. The MSD team is the critical linchpin between the TEC and the host Wing, enabling efficient campus operations and integrated facilities management to enable the success of the enterprise.

The personnel assigned to the TEC's Operating Location at Maxwell-Gunter AFB ensure the ANG is fully integrated into Air Force enlisted education, professional development, and training programs. They are primarily assigned to the Barnes Center for Enlisted Education and develop curriculum, provide instruction, and advise the Barnes Center senior leadership.

The Strategic Environment

The larger strategic environment in which we operate requires us to prepare our Airmen Leaders for overseas contingency operations and homeland defense all in an uncertain environment. Our Airmen in the future must be even more agile, flexible, and adaptable to support our communities, defend our homeland, and protect America's vital national interests around the globe.

Current national and state budget limitations will result in a continuing fiscally constrained environment into the future. We will need to acquire and maintain efficiencies in order to be responsible stewards of our taxpayer dollars.
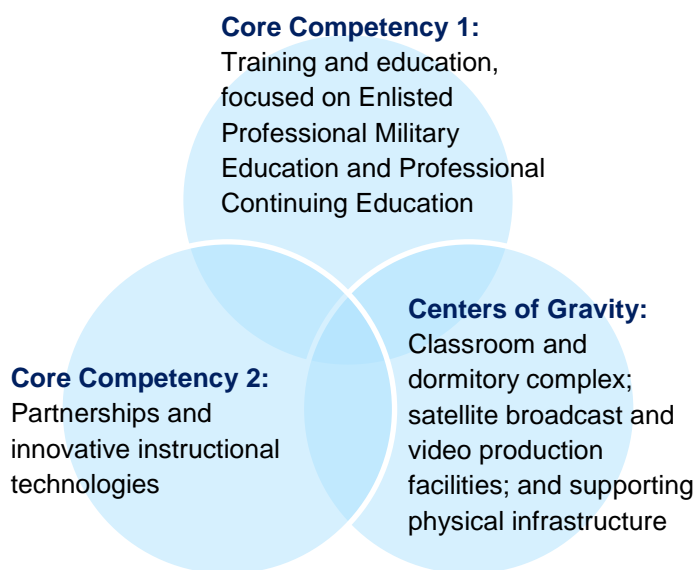
This environment will offer great opportunities for innovation that delivers value and maintains our tactical edge. Within this context it is incumbent upon us to evaluate and improve upon our operational and program management practices as we prepare our future leaders for the challenges ahead.

TEC Strategic Posture

Within this strategic environment, the TEC can leverage its core competencies—unique distinguishing qualities—and its centers of gravity—physical attributes based on location and facilities—to posture America's Airmen for success in the future. The key to the TEC's future is the development of a Virtual Campus and Conferencing Center—a blending of

physical infrastructure and technological capabilities. Capabilities such as live two-way high-definition satellite video teleconferencing (SatVTC) provide outstanding options for EPME, PCE, workshops, and conferences for our stakeholders.

Core Competency 1:
Training and education, focused on Enlisted Professional Military Education and Professional Continuing Education

Centers of Gravity:
Classroom and dormitory complex; satellite broadcast and video production facilities; and supporting physical infrastructure

Core Competency 2:
Partnerships and innovative instructional technologies

The TEC's EPME and PCE programs are robust and time-proven. However, this expertise and experience needs to be leveraged across other academic offerings to ensure a consistent and high-quality transfer of knowledge. In addition, given the economic outlook, all academic programs need to be reviewed to ensure the most efficient and economic delivery methodology based on learning objectives.

Building Total Force partnerships and leveraging technological capability is more important than ever. It is essential for the TEC to collaborate closely with the Air University's Barnes Center for Enlisted Education and Eaker Center for Professional Development; the Air Force Reserve Command's Professional

Development Center; the Army National Guard's Professional Education Center (PEC); and other relevant organizations. Also, the TEC must establish an Advisory Council which will include ANGRC Directorates and functional areas to ensure the needs of the entire community are prioritized, validated, and cost effectively delivered. In addition, the TEC must capitalize on its long history of supporting Total Force, joint, and combined leaders by finding cost-effective and practical technological solutions for a quality educational experience.

The TEC's centers of gravity are its classroom and dormitory complex; satellite broadcast and video production facilities; and supporting physical infrastructure. The first-rate campus facilities will continue to deliver value in the future for those programs or workshops requiring an in-resident experience, while the satellite and video production will enable advanced distributed learning (ADL) and/or blended learning options where practical. These capabilities support training and education as well as conferencing, whether on-site, by networking remote locations, or broadcast via the Warrior Network.

The TEC's three Strategic Goals are listed below, along with the primary objectives to meet those Goals. Subordinate initiatives are listed in the Initiatives Index at the back of this document.

Goal 1: Strengthen academic programs to provide Total Force leaders with a world class experience
Objectives
1.1. Exceed all compliance objectives on Barnes Center for Enlisted Education Program Management Reviews
1.2. Successfully deploy NCOAX curriculum on existing satellite or blended delivery platform
1.3. Expand RegAF participation in Satellite NCOA program to fill current excess capacity
1.4. Meet or exceed the AF EPME mean objective test score for ALS, NCOA, and SatNCOA
1.5. Increase sister-service and international student participation in EPME offerings
1.6. Offer Airman Leadership School through an alternate delivery method
1.7. Expand the Instructor Certification Program across ANG
1.8. Codify the TEC as the ANG's experts on curriculum development

The TEC's academic programs span the Paul H. Lankford EPME Center and the Media and Engagement Division, covering both EPME and PCE programs. We will undertake significant effort to lean our processes and deliver ever-increasing value to our stakeholders across the spectrum of professional development. By exceeding minimum standards and setting the bar in student outcome metrics, we will demonstrate excellence in all we do.

Goal 2: Increase leveraging of technology and partnerships as force multipliers
Objectives
2.1. Maximize the ANG enterprise utilization of the Warrior Network
2.2. Streamline TEC communication processes and optimize IT services while reducing operating costs
2.3. Provide training, education, and conferencing via virtual and distributed learning technologies
2.4. Support usage of new media and mobile technologies in education and strategic communications
2.5. Maintain a solid mutually beneficial relationship with host wing, state, and local community
2.6. Develop strategic partners in educational and force development ventures
2.7. Provide support to the ANG Strategic Planning System
2.8. Provide NGB-PA/CF strategic communication enabling tools and products

Ever-growing competition for limited fiscal resources will increase reliance on technology to meet the ANG's education and training mission requirements. The TEC will leverage technology and partnerships to create a Virtual Campus and Conferencing Complex that will economically train our Airmen, inform our ANG members, and garner the continued vital support of our families, employers, and decision makers.

Goal 3: Maximize TEC staff and centers of gravity to provide a cornerstone force development experience
Objectives
3.1. Maximize utilization of the TEC campus for PCE requirements
3.2. Support processes to ensure new MILCON project completion
3.3. Ensure educational efforts are focused on addressing both current and emerging force development needs within the ANG
3.4. Leverage TEC facilities to support NGB-PA strategic communication training and education requirements
3.5. Ensure outstanding support services for TEC assigned personnel
3.6. Provide TEC students the resources necessary to ensure a safe, effective, and first-rate educational experience
3.7. Fill TEC billets with the highest quality personnel available, supporting their growth as leaders

In order to ensure a superior educational experience, the I.G. Brown Training and Education Center will strive to match staff, facilities, infrastructure, and distributed learning initiatives to meet student throughput requirements. The TEC will ensure quality support services for all academic programs by utilizing the in-house, host-base, and contract workforce to plan, validate, and manage resources to meet the educational needs of our stakeholders. We will strive to ensure the faculty and staff provides a first-class educational experience, while efficiently and effectively making full use of the Nation's investment in TEC infrastructure.

Summary

Implementation of our Strategic Goals will set the conditions for successful creation of the ANG's Virtual Campus and Conferencing Complex (VCCC)—the Schoolhouse of Tomorrow. This blending of personnel and physical infrastructure with technological capabilities, coupled with strong academic programs and synergistic partnerships, will deliver great value for the Air National Guard, the Air Force, and the Nation.

Glossary of References and Supporting Information

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Abbreviations and Acronyms
ADL—Advanced Distributed Learning
ANGRC—Air National Guard Readiness Center
ARNG—Army National Guard
CFM—Career Field Manager
CRTC—Combat Readiness Training Center (ANG)
CoL—Continuum of Learning
CoS—Continuum of Service
DANG—Director, Air National Guard
DP—Development Plan
EPME—Enlisted Professional Military Education
FD—Force Development
IC—Institutional Competency
ICP—Instructor Certification Program
IRDT—Incident Response Documentation Team
ISD—Instructional Systems Design
MAJCOM—Major Command
OSD—Office of the Secretary of Defense
PCE—Professional Continuing Education
PEC—ARNG Professional Education Center
PME—Professional Military Education

RTI—Regional Training Institute (ARNG)
SatEPME---Satellite EPME
SECAF—Secretary of the Air Force
TEC—I.G. Brown Training and Education Center
TECAC—TEC Advisory Council
WN—Warrior Network

Terms
Advanced Distributed Learning (ADL)—Evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL leverages the full power of computers, information, and communication technologies through the use of common standards in order to provide learning that can be tailored to individual needs and delivered anywhere-anytime. ADL also includes establishing an interoperable "computer-managed instruction" environment that supports the needs of developers, learners, instructors, administrators, managers, and family. ADL encompasses all the methodologies mentioned above, and in addition, includes ongoing and expected improvements in learning methods.
Airman—According to AFDD 1-1, *Leadership and Force Development,* an Airman is any U.S. Air Force member and Department of the Air Force civilian.
Career Field Manager (CFM)—AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the FM and hold the grade of Colonel/GS-15 (or equivalent) for officer and DAF civilian specialties, and the grade of Chief Master Sergeant for enlisted Airmen.
Competencies—Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.
Continuum of Learning (CoL)—Career-long process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce Airmen who possess the tactical expertise, operational competence, and strategic vision to lead and execute the full spectrum of Air Force missions.
Continuum of Service (CoS)—A personnel management construct to support the efficient use of human capital to accommodate varying levels of individual services commensurate with a member's ability to serve (part-time to full-time) to effectively meet AF requirements.
Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to anticipate and successfully meet challenges across the range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts.
Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.
Force Development Construct—Direct, concise philosophy for linking the Airman's perspective with defined competencies and processes to prepare Airmen to successfully meet war fighter requirements. Development is delivered through a repetitive process that involves the CoL.
Functional Management Structure—The Functional Authority, Functional Manager, Development Team, Career Field Manager, functional assignment/management team and other career field stakeholders at the enterprise level who provide a corporate perspective of institutional requirements, career field-specific policy and guidance, and day-to-day management of their specific career field(s) in order to ensure Airmen within their functional community are equipped, developed, and sustained to provide AF capabilities.
Instructional System Development (ISD)—Systematic process that guides the development, implementation, management, and evaluation of training programs.
Institutional Competencies (ICs)—Common taxonomy used to implement the CoL. These leadership competencies are expected of all Airmen, throughout their careers, and will be the competencies needed to operate

successfully in the constantly changing environment in which they function. The three categories of these competencies are mapped to the Air Force leadership levels.

New Supervisors—Civilian and military Airmen who are promoted or hired into supervisory positions and have no previous experience in the Air Force or in supervisory positions.

Occupational Competencies—A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e. Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

Professional Continuing Education (PCE)—Any course that is less than 20 weeks in duration and satisfies mission accomplishment, sustainment, or enhancement as required by law, Air Force governance, specific memorandum of agreement, or position requirement. PCE should not be confused with initial skills and subsequent advanced training courses that are required to advance in the Air Force Specialty Code skill level.

Professional Military Education (PME)—Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides AF personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, PME programs strengthen the ability and skills of AF personnel to lead, manage, and supervise.

Satellite EPME (SatEPME)— A blended EPME experience consisting of a 14 week live satellite broadcast followed by two weeks of in-residence, providing graduates in-resident credit for NCOA.

Training—Set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development.

Warrior Network—The ANG commercial satellite enterprise that provides education, training and command information.

TEC Initiatives Index

Goal 1: Strengthen academic programs to provide Total Force leaders with a world class experience Co Champions: Commandant, Lankford Center and Chief, MED	
Objectives	**Initiatives**
1.1. Exceed all compliance objectives on Barnes Center for Enlisted Education Program Management Reviews	**Initiative 1:** Prepare for 2013 PMR by executing at least two (2) self-inspections, one in the spring of 2012 and one in the fall/winter of 2012-2013 **(OPR COE)** **Initiative 2:** Initiate and fund a staff assistance visit from another EPME Center or CONUS NCOA to compare best practices and provide an outside perspective **(OPR COE)** **Initiative 3:** Answer all findings from self-inspection(s) and SAV at least 30 days prior to 2013 PMR **(OPR COE)**
1.2. Successfully deploy NCOAX curriculum on existing Satellite or blended delivery platform	**Initiative 1:** Negotiate delivery method exceptions to policy or special considerations with the Barnes Center to ensure resident learning objectives are adequately mirrored in the blended learning delivery model **(OPR COE)** **Initiative 2**: Write or convert curriculum to match resident learning outcomes and samples of behavior **(OPR COE)** **Initiative 3:** Deliver NCOAX curriculum on satellite platform NLT NCOA Class 13-1 **(OPR COE)**
1.3. Expand RegAF participation in Satellite NCOA program to fill current excess capacity	**Initiative 1:** Ensure Satellite NCOA procedural guidance is vetted and approved by the Barnes Center for Enlisted Education—follow up annually **(OPR COS)** **Initiative 2:** Provide AFPC/Delta Team with deliverables to ensure excess production capacity is clearly represented **(OPR COS)** **Initiative 3:** Codify rules of engagement to assess and graduate active duty Airmen from the Satellite NCOA **(OPR COS)**
1.4. Meet or exceed the AF EPME mean objective test score for ALS, NCOA, and SatNCOA	**Initiative 1:** After each EPME class, review objective test scores by school and flight instructor—in compliance with EPME Procedural Guidance **(OPR COE)** **Initiative 2:** Conduct in-service training or make recommendations to alter instructor line-up to apply consistent pressure for excellence; closing a gap is an infinite process **(OPR COE)**
1.5. Increase sister-service and international student participation in EPME offerings	**Initiative 1:** Codify existing processes to provide AFSAT and the Canadian Reserve Forces (CRF) necessary information each year **(OPR COE)** **Initiative 2:** Establish a robust International Military Service Officer (IMSO) program with capacity for a smooth handoff to the next generation at Lankford **(OPR COE)** **Initiative 3:** Petition the Canadian Reserve Forces and US Coast Guard for instructor billets at Lankford by the end of Academic Year 2013 **(OPR COE)** **Initiative 4:** Explore options for offering enlisted education to USN Reserve Forces in the East Tennessee area **(OPR COE)** **Initiative 5:** Explore options for hosting at least two ARNG students per class. **(OPR COE)**
1.6. Offer Airman Leadership School through an alternate delivery method	**Initiative 1:** Conduct a demand survey of ANG Command Chief Master Sergeants using the Enlisted Field Advisory Council (EFAC) as an inroad. Validate a demand exists for an alternate delivery method of resident or blended ALS **(OPR COE)** **Initiative 2:** Engage with MED to determine the best method of blended delivery **(OPR COE/S)** **Initiative 3:** Scope resources necessary to convert ALS-X curriculum to alternate delivery method **(OPR COE)** **Initiative 4:** Convert ALS-X curriculum to blended learning delivery method by the end of AY 2013 **(OPR COE/S)**
1.7. Expand Instructor Certification Program across ANG	**Initiative 1:** Codify requirement that PCE instructors must complete ICP **(OPR MED)** **Initiative 2:** Increase ICP graduation throughput by 25% **(OPR MED)** **Initiative 3:** Develop an ICP recertification program **(OPR MED)**
1.8. Codify the TEC as the ANG's experts on curriculum development	**Initiative 1:** Conduct curriculum development workshop **(OPR MED)** **Initiative 2:** Deploy online curriculum development template **(OPR MED)** **Initiative 3:** Promulgate TEC's curriculum review options across ANGRC stakeholders **(OPR MED)**

Goal 2: Increase leveraging of technology and partnerships as force multipliers
Co Champions: Chief, MED and Chief, MSD

Objectives	Initiatives
2.1. Maximize the ANG enterprise utilization of the Warrior Network	**Initiative 1:** Complete Warrior Network certification and accreditation process **(OPR SCVM)** **Initiative 2:** Deploy 24/7 ANG Commanders Access Channel (digital signage) **(OPR SCVM)** **Initiative 3:** Support NGB/A6 ANG enterprise cable initiative **(OPR SCVM)** **Initiative 4:** Increase WN training utilization by 35% over 5 year period; support RegAF utilization of SatEPME **(OPR SCVM)** **Initiative 5:** Implement 2-way telepresence over WN **(OPR SCVM)**
2.2. Streamline TEC communication process and optimize IT Services while reducing operating costs	**Initiative 1:** Implement 1 Base 1 Network O/A Dec 2012. Cost avoidance $800K **(OPR SCOO)** **Initiative 2:** Stand up SharePoint Collaboration tool. Workflow, Document Libraries, Share Calendars, and Taskers **(OPR SCOO)** **Initiative 3:** Conduct quarterly information technology rating (IT rating) to assess the readiness and overall IT health **(OPR SCOO)** **Initiative 4:** Conduct periodic customer satisfaction surveys with each new application system to ensure IT rating will remain satisfactory or above **(OPR SCOO)** **Initiative 5:** Secure a .edu domain for TEC **(OPR SCOO)**
2.3. Provide training, education, and conferencing via virtual and distributed learning technologies	**Initiative 1:** Grow ADL program within ANG **(OPR SCVT)** **Initiative 2:** Deploy online learning application **(OPR SCVM/T)** **Initiative 3:** Implement additional satellite based course offerings **(OPR SCVM/T)**
2.4. Support usage of new media and mobile technologies in education and strategic communications	**Initiative 1:** Evaluate mobile and tablet device applications for classroom usage **(OPR SCVM)** **Initiative 2:** Explore capability to deploy curriculum on new media platforms **(OPR SCVM)** **Initiative 3:** Explore new media applications as a means to disseminate time critical information to students, faculty and staff **(OPR SCVM/SCOO)** **Initiative 4:** Maximize use of social network sites (Facebook, YouTube, etc.) to inform students and public on TEC matters **(OPR SCVM)**
2.5. Maintain a solid mutually beneficial relationship with host wing, state, and local community	**Initiative 1:** Establish a clear process to add local students into short-notice EPME seats **(OPR COO)** **Initiative 2:** Establish routine meetings between the dining facility, lodging offices and school superintendents to ensure clear communication and rapid problem solving at the lowest level **(OPR MSD)** **Initiative 3:** Assist with the establishment of a standing Satellite NCOA site at MTAB **(OPR COS)** **Initiative 4:** Establish clear lines of communication and build strong relationships with 134th FM to ensure PPBE Budget Cycle for TEC **(OPR MSD)** **Initiative 5:** Invite State CCM and CSM to be guest speakers at graduations **(OPR COO)** **Initiative 6:** Maintain membership in ETMAC, AFA and similar community organizations **(OPR SCVM/CCF)**
2.6. Develop strategic partners in educational and force development ventures	**Initiative 1:** Explore Chief, National Guard Bureau (CNGB) Professional Officer Development, local university, and Oak Ridge National Laboratories (ORNL) partnerships, etc. **(OPR SCVT)** **Initiative 2:** Conduct annual TEC Advisory Council meetings **(OPR MSD)** **Initiative 3:** Maintain membership in SPS and ANG Diversity Council **(OPR CC)** **Initiative 4:** Formalize partnerships with ARNG's PEC and AFRC's PDC **(OPR SCVT)** **Initiative 5:** Formalize partnership with AU entities such as PACE **(OPR SCV)**
2.7. Provide support to the ANG Strategic Planning System	**Initiative 1:** Create awareness of ANG Force Development Plan **(OPR SCVO)** **Initiative 2:** Promote full spectrum diversity awareness **(OPR SCVO)** **Initiative 3:** Provide full VI support for National Conferences **(OPR SCVO)** **Initiative 4:** Articulate the ANG's Value to America **(OPR SCV)**
2.8. Provide NGB-PA/CF strategic communication enabling tools and products	**Initiative 1:** Deploy enterprise ANG CC Access Channel over WN **(OPR SCVM)** **Initiative 2:** Increase viewership of Minuteman Report **(OPR SCVO)** **Initiative 3:** Collaborate w/NGB-PA on NGB News magazine **(OPR SCVO)** **Initiative 4:** Enhance mobile production capability **(OPR SCVM)**

Goal 3: Maximize TEC staff and centers of gravity to provide a cornerstone force development experience
Champion: Chief, MSD

Objectives	Initiatives
3.1. Maximize utilization of TEC campus for PCE requirements	**Initiative 1:** Develop and implement a TEC Strategic Communications Plan **(OPR SCVM)** **Initiative 2:** Define/Develop TEC Resourcing Capability guide **(OPR SCVT)** **Initiative 3:** Support processes to demonstrate inexpensive travel options **(OPR MSD)** **Initiative 4:** Secure favorable contracted quarters for use as needed **(OPR MSD)**
3.2. Support processes to ensure new MILCON project completion	**Initiative 1:** Develop comprehensive requirement documentation package **(OPR MSD)** **Initiative 2:** Maintain Comm with ANG/A7 to ensure 65% design **(OPR MSD)** **Initiative 3:** Continue collaboration with 134th Civil Engineering Squadron **(OPR MSD)**
3.3. Ensure educational efforts are focused on addressing both current and emerging force development needs within the ANG	**Initiative 1:** Utilize TEC Advisory Council to plan, program, and resource in order to meet corporate ANG education requirements **(OPR CC)** **Initiative 2:** Provide cross-functional forum to identify ANGRC-directed PCE requirements and assist with policy, oversight and advocacy in execution. **(OPR MSD)** **Initiative 3:** Draft Annual Guidance Memorandum for TECAC review **(OPR MSD)** **Initiative 4:** Submit annual TEC Budget Estimate to support plan, program, and acquire resources to meet corporate ANG education requirements **(OPR MSD)**
3.4. Leverage TEC facilities to support NGB-PA strategic communication training and education requirements	**Initiative 1:** Host PA/VI Managers Course **(OPR SCVT)** **Initiative 2:** Develop/deliver MPAD pre-command course **(OPR SCVT)** **Initiative 3:** Develop/deliver media engagement training for senior leaders **(OPR SCVT)** **Initiative 4:** Host/deliver PA upgrade training requirements **(OPR SCVT)** **Initiative 5:** Support ANG enterprise media archival solution **(OPR SCVM)**
3.5. Ensure outstanding support services for TEC assigned personnel	**Initiative 1:** Reduce military pay transition time by 20% for new Stat Tour members **(OPR DP)** **Initiative 2:** Take better advantage of Family Support Services offered by 134th and Arnold AFB **(OPR DP)**
3.6. Provide TEC students the resources necessary to ensure a safe, effective, and first-rate educational experience	**Initiative 1:** Meet or exceed criteria for accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools **(OPR COE/SCVT)** **Initiative 2:** Assess student, faculty and staff satisfaction levels of support services through customer feedback surveys **(OPR MSD)** **Initiative 3:** Upgrade existing billeting infrastructure **(OPR MSD)** **Initiative 4:** Refurbish Morrisey Hall classrooms **(OPR MSD)** **Initiative 5:** Create high technology classroom environment **(OPR SCOO/SCVM)** **Initiative 6:** Increase campus Wi-Fi coverage **(OPR SCOO)**
3.7. Fill TEC billets with the highest quality personnel available, supporting their growth as leaders	**Initiative 1:** Develop and implement a comprehensive recruitment plan **(OPR DP)** **Initiative 2:** Team with EFAC, State CCM, and First Sergeants for increased high quality applicants **(OPR DP)** **Initiative 3:** Partner with A1/HR to socialize Title 10 stat tour opportunities at McGhee Tyson to the field **(OPR DP)** **Initiative 4:** Maintain ANG Senior Leader endorsement of instructor duty **(OPR CC)** **Initiative 5:** Support PME and PCE opportunities for staff/faculty as incentive **(OPR CO/MSD)** **Initiative 6:** Develop and execute a plan to grow leaders **(OPR CO)** **Initiative 7:** Track RegAF promotion board results with an analysis comparing TEC to AU, AETC, other MAJCOMs, and USAF **(OPR DP)**

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